**Grade Nine**

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| Standard 1. Independently formulates topic, question or problem to be researched. | |
| Benchmarks | |
| * 1. Develops primary research questions.   2. Identifies pre-existing knowledge and additional information necessary to solve the problem.   3. Broadens or narrows topic into manageable focus and determines topics/subtopics.   4. Revises and continues developing questions as needed. | |
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| **Current projects: Grade 9** | **Expansion: Grade 9** |
| * Earth Science - IRP (Sci - H) * Earth Science – Extreme Weather or Current Events (Sci-All); Mythology (Eng-All) | * Science – New 9th grade physics (project to replace Earth Science work?) * Social Studies - Ancient World History- Islam/Ancient Civilizations New project to replace these projects? |
| **Common Core Tie-In:**   [CCSS.ELA-Literacy.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   [CCSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.   [CCSS.ELA-Literacy.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.   [CCSS.ELA-Literacy.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.   [CCSS.ELA-Literacy.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  [CCSS.ELA-Literacy.RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/9/) Compare and contrast treatments of the same topic in several primary and secondary sources. | |
| **By the end of this year, students should be able to…**   * With help generate questions throughout process to guide research. * With help propose strategies for finding information. * Begin to develop research strategies for narrowing down a topic. | |
| **Assessment options**  Bibliography/NoodleTools; Wikispaces; GoogleDocs; Notetaking (Paper or Online) | |

**Grade Nine**

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| Standard 2. Defines the information task. Develops appropriate search strategies to locate and evaluate information efficiently, resourcefully and proficiently. | |
| Benchmarks | |
| 2.1 Recognizes type of information needed.  2.2 Independently creates criteria for selecting sources.  2.3 Identifies a variety of sources of information that can be obtained within the defined timeline of the task.  2.4 Determines keywords and search phrases for efficient/effective searching.  2.5 Self-assesses and revises strategies throughout process.  2.6 Understands the organization of and is able to locate information in digital and print sources.  2.7 Uses public and academic libraries’ digital and print collections when appropriate.  2.8 Determines validity and relevancy of information, authority/credibility, bias, and currency of source.  2.9 Demonstrates an understanding of between primary, and secondary, and tertiary sources | |
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| **Current projects: Grade 9** | **Expansion: Grade 9** |
| * Earth Science - IRP (Sci - H) * Earth Science – Extreme Weather or Current Events (Sci-All); Mythology (Eng-All) | * Science – New 9th grade physics (project to replace Earth Science work?) * Social Studies - Ancient World History- Islam/Ancient Civilizations New project to replace these projects? |
| **Common Core Tie-In:**   [CCSS.ELA-Literacy.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   [CCSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.   [CCSS.ELA-Literacy.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.   [CCSS.ELA-Literacy.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.   [CCSS.ELA-Literacy.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  [CCSS.ELA-Literacy.RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/9/) Compare and contrast treatments of the same topic in several primary and secondary sources. | |
| **By the end of this year, students should be able to…**   * Understand different information sources (digital libraries, databases, eBooks). * Search library catalog for books (ebooks and print books). * Articulate what is contained in collection being searched (search engine vs. database) * Search for digital content in databases by keyword searching and browsing. * Use criteria for selecting Internet resources. | |
| **Assessment options**  Notetaking (online or paper); Wikispaces; GoogleDocs; In-class formative assessments (conference, ticket to leave, debrief, groupshare) | |

**Grade Nine**

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| **Standard 3. Uses appropriate digital tools to collect, organize and analyze information and/or data related to question or problem to be researched.** | |
| Benchmarks | |
| 3.1 Selects appropriate digital tool or application for task.  3.2 Selects and uses a logical method for recording information and data.  3.3 Knows how to extract relevant information and how to paraphrase.  3.4 Keeps accurate notes and records for data and resources used.  3.5 Uses digital tools to share information and works collaboratively with others. | |
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| **Current projects: Grade 9** | **Expansion: Grade 9** |
| * Freshmen Orientation (Eng-All) IRP (Sci-H) * Earth Science-Extreme Weather/Current Events(Sci-All * Mythology (Eng – All) | * Science – New 9th grade physics (project to replace Earth Science work?) * Social Studies - Ancient World History- Islam/Ancient Civilizations New project to replace these projects? |
| **Common Core Tie-In:**  [CCSS.ELA-Literacy.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  [CCSS.ELA-Literacy.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   [CCSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.   [CCSS.ELA-Literacy.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students should be able to…**   * Take appropriate notes. * Use assigned or chosen digital tools for project. * Organizes information in an appropriate manner. * Contribute to planning and completion of work with others. * Generates questions to guide research. | |
| **Assessment options**  Notetaking (online or paper); Wikispaces; GoogleDocs; Bibliography/NoodleTools | |

**Grade Nine**

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| **Standard 4. Synthesizes facts, opinions, and data appropriate to the question or problem and develops new understanding.** | |
| Benchmarks | |
| 4.1 Draws conclusions based on information  4.2 Develops solutions or makes decisions based on information.  4.3 Integrates their own knowledge and information with that of others in the group.  4.4 Produces and communicates information and ideas in appropriate formats. | |
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| **Current projects: Grade 9** | **Expansion: Grade 9** |
| * Freshmen Orientation (Eng-All) IRP (Sci-H) * Earth Science-Extreme Weather/Current Events(Sci-All) * Mythology (English – All) | * Science – New 9th grade physics (project to replace Earth Science work?) * Social Studies - Ancient World History- Islam/Ancient Civilizations New project to replace these projects? |
| **Common Core Tie-In:**   [CCSS.ELA-Literacy.W.9-10.3](http://www.corestandards.org/ELA-Literacy/W/9-10/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  [CCSS.ELA-Literacy.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  [CCSS.ELA-Literacy.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   [CCSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.   [CCSS.ELA-Literacy.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students should be able to…**   * Articulate strategy for starting, continuing and finishing research. * Present information within a group or to a class. * Plan for, anticipate and answer questions about their area of research. | |
| **Assessment options:** GoogleDocs, Wikispaces, Visual Presentation, Oral presentation, video/podcast | |

**Grade Nine**

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| **Standard 5. Understands and uses information ethically and legally.** | |
| Benchmarks | |
| 5.1 Uses complete bibliographic citations to acknowledge intellectual property of others.  5.2 Understands and adheres to copyright restrictions for print and digital sources.  5.3 Understands the concept of common knowledge and plagiarism.  5.4 Uses technology in a safe, legal, and responsible manner. | |
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| **Current projects: Grade 9** | **Expansion: Grade 9** |
| * Freshmen Orientation (Eng-All) IRP (Sci-H) * Earth Science-Extreme Weather/Current Events(Sci-All) * Mythology (English – All) | * Science – New 9th grade physics (project to replace Earth Science work?) * Social Studies - Ancient World History- Islam/Ancient Civilizations New project to replace these projects? |
| **Common Core Tie-In:**  [CCSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | |
| **By the end of this year, students should be able to…**   * Cite sources. * Take notes. Distinguish between notes, paraphrasing and direct quotes. | |
| **Assessment options**  NoodleTools (with notecards); Wikispaces; Notetaking (online or on paper) | |

**Grade Nine**

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| **Standard 6. Contributes positively to the learning community and is socially responsible with regard to information.** | |
| Benchmarks | |
| 6.1 Seeks information from diverse sources, contexts, disciplines, and cultures.  6.2 Shares knowledge and information with the larger learning community.  6.3 Respects others’ ideas and backgrounds and acknowledges their contributions.  6.4 Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions. | |
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| **Current projects: Grade 9** | **Expansion: Grade 9** |
| * Freshmen Orientation (Eng-All) IRP (Sci-H) * Earth Science-Extreme Weather/Current Events(Sci-All) * Mythology (English – All) | * Science – New 9th grade physics (project to replace Earth Science work?) * Social Studies - Ancient World History- Islam/Ancient Civilizations New project to replace these projects? |
| [CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2/) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | |
| **By the end of this year, students should be able to…**   * Access a range of resources online and in print. * Articulate a strategy for finding library materials. * Evaluate material found online. * Define the meaning of “published” material. | |
| **Assessment options**  Bibliography/NoodleTools, Wikispaces, GoogleDocs, In class formative assessments (conference, ticket to leave, debrief, groupshare) | |

**Grade Nine**

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| **Standard 7. Reads, views and listens for aesthetic and personal growth.** | |
| Benchmarks | |
| 7.1 Reads widely in various formats and genres.  7.2 Makes connections to self and the larger community.  7.3 Derives meaning from information presented creatively in a variety of formats.  7.4 Uses creative and artistic formats to express learning and new knowledge. | |
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| **Current projects: Grade 9** | **Expansion: Grade 9** |
| * Freshmen Orientation (Eng-All) IRP (Sci-H) * Earth Science-Extreme Weather/Current Events(Sci-All) * Mythology (English – All) | * Science – New 9th grade physics (project to replace Earth Science work?) * Social Studies - Ancient World History- Islam/Ancient Civilizations New project to replace these projects? |
| [CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and comprehend complex literary and informational texts independently and proficiently.  [CCSS.ELA-Literacy.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students should be able to…**   * Select material independently to read. * Present material creatively and artistically. | |
| **Assessment options**  Presentation, Wikispaces, GoogleDoc, NoodleTools/Bibliography | |

**Grade Ten**

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| Standard 1. Independently formulates topic, question or problem to be researched. | |
| Benchmarks | |
| * 1. Develops primary research questions.   2. Identifies pre-existing knowledge and additional information necessary to solve the problem   3. Broadens or narrows topic into manageable focus and determines topics/subtopics.   4. Revises and continues developing questions as needed. | |
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| **Current projects: Grade 10** | **Expansion: Grade 10** |
| * Annotated Bibliography (SS-All) * Author Thesis (Eng-All) | * Science – Chemistry? * Social Studies – Additional small research projects? * IRP (Sci - H) |
|  [CCSS.ELA-Literacy.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.   [CCSS.ELA-Literacy.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  [CCSS.ELA-Literacy.RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/9/) Compare and contrast treatments of the same topic in several primary and secondary sources. | |
| **By the end of this year, students should be able to…**   * With help generate questions throughout process to guide research. * Propose strategies for finding information. | |
| **Assessment options**  Bibliography/NoodleTools; Wikispaces; GoogleDocs; Notetaking (Paper or Online); 10th Grade Library Proficiency | |

**Grade Ten**

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| Standard 2. Defines the information task. Develops appropriate search strategies to locate and evaluate information efficiently, resourcefully and proficiently. | |
| Benchmarks | |
| 2.1 Recognizes type of information needed.  2.2 Independently creates criteria for selecting sources.  2.3 Identifies a variety of sources of information that can be obtained within the defined timeline of the task.  2.4 Determines keywords and search phrases for efficient/effective searching.  2.5 Self-assesses and revises strategies throughout process.  2.6 Understands the organization of and is able to locate information in digital and print sources.  2.7 Uses public and academic libraries’ digital and print collections when appropriate.  2.8 Determines validity and relevancy of information, authority/credibility, bias, and currency of source.  2.9 Demonstrates an understanding of between primary, and secondary, and tertiary sources | |
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| **Current projects: Grade 10** | **Expansion: Grade 10** |
| * Annotated Bibliography (SS-All) * Author Thesis (Eng-All) | * Science – Chemistry? * Social Studies – Additional small research projects? * IRP (Sci - H) |
|  [CCSS.ELA-Literacy.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.   [CCSS.ELA-Literacy.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  [CCSS.ELA-Literacy.RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/9/) Compare and contrast treatments of the same topic in several primary and secondary sources. | |
| **By the end of this year, students should be able to…**   * Understand different information sources (digital libraries, databases, eBooks). * Search library catalog for books (ebooks and print books). * Articulate what is contained in collection being searched (search engine vs. database) * Search for digital content in databases by keyword searching and browsing. * Use criteria for selecting internet resources. | |
| **Assessment options**  Notetaking (online or paper); Wikispaces; GoogleDocs; In-class formative assessments (conference, ticket to leave, debrief, groupshare); 10th Grade Library Proficiency | |

**Grade Ten**

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| **Standard 3. Uses appropriate digital tools to collect, organize and analyze information and/or data related to question or problem to be researched.** | |
| Benchmarks | |
| 3.1 Selects appropriate digital tool or application for task.  3.2 Selects and uses a logical method for recording information and data.  3.3 Knows how to extract relevant information and how to paraphrase.  3.4 Keeps accurate notes and records for data and resources used.  3.5 Uses digital tools to share information and works collaboratively with others. | |
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| **Current projects: Grade 10** | **Expansion: Grade 10** |
| * Annotated Bibliography (SS-All) * Author Thesis (Eng-All) | * Science – Chemistry? * Social Studies – Additional small research projects? * IRP (Sci - H) |
| **Common Core Tie-In:**  [CCSS.ELA-Literacy.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  [CCSS.ELA-Literacy.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   [CCSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.   [CCSS.ELA-Literacy.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students should be able to…**   * Take appropriate notes. * Use assigned or chosen digital tools for project. * Organizes information in an appropriate manner. * Contribute to planning and completion of work with others. * Generates questions to guide research. | |
| **Assessment options**  Notetaking (online or paper); Wikispaces; GoogleDocs; Bibliography/NoodleTools; 10th Grade Library Proficiency | |

**Grade Ten**

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| **Standard 4. Synthesizes facts, opinions, and data appropriate to the question or problem and develops new understanding.** | |
| Benchmarks | |
| 4.1 Draws conclusions based on information  4.2 Develops solutions or makes decisions based on information.  4.3 Integrates their own knowledge and information with that of others in the group.  4.4 Produces and communicates information and ideas in appropriate formats. | |
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| **Current projects: Grade 10** | **Expansion: Grade 10** |
| * Annotated Bibliography (SS-All) * Author Thesis (Eng-All) | * Science – Chemistry? * Social Studies – Additional small research projects? * IRP (Sci - H) |
|  [CCSS.ELA-Literacy.W.9-10.3](http://www.corestandards.org/ELA-Literacy/W/9-10/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  [CCSS.ELA-Literacy.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  [CCSS.ELA-Literacy.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   [CCSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.   [CCSS.ELA-Literacy.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students should be able to…**   * Articulate strategy for starting, continuing and finishing research. * Present information within a group or to a class. * Plan for, anticipate and answer questions about their area of research. | |
| **Assessment options**  GoogleDocs, Wikispaces, Visual Presentation, Oral presentation, video/podcast; 10th Grade Library Proficiency | |

**Grade Ten**

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| **Standard 5. Understands and uses information ethically and legally.** | |
| Benchmarks | |
| 5.1 Uses complete bibliographic citations to acknowledge intellectual property of others.  5.2 Understands and adheres to copyright restrictions for print and digital sources.  5.3 Understands the concept of common knowledge and plagiarism.  5.4 Uses technology in a safe, legal, and responsible manner. | |
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| **Current projects: Grade 10** | **Expansion: Grade 10** |
| * Annotated Bibliography (SS-All) * Author Thesis (Eng-All) | * Science – Chemistry? * Social Studies – Additional small research projects? * IRP (Sci – H) |
| **Common Core Tie-In:**  [CCSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | |
| **By the end of this year, students should be able to…**   * Cite sources. * Take notes. Distinguish between notes, paraphrasing and direct quotes. | |
| **Assessment options**  NoodleTools (with notecards); Wikispaces; Notetaking (online or on paper); 10th Grade Library Proficiency | |

**Grade Ten**

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| **Standard 6. Contributes positively to the learning community and is socially responsible with regard to information.** | |
| Benchmarks | |
| 6.1 Seeks information from diverse sources, contexts, disciplines, and cultures.  6.2 Shares knowledge and information with the larger learning community.  6.3 Respects others’ ideas and backgrounds and acknowledges their contributions.  6.4 Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions. | |
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| **Current projects: Grade 10** | **Expansion: Grade 10** |
| * Annotated Bibliography (SS-All) * Author Thesis (Eng-All) | * Science – Chemistry? * Social Studies – Additional small research projects? * IRP (Sci - H) |
| **Common Core Tie-in:**  [CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2/) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | |
| **By the end of this year, students should be able to…**   * Access a range of resources online and in print. * Articulate a strategy for finding library materials. * Evaluate material found online. * Define the meaning of “published” material. | |
| **Assessment options**  Bibliography/NoodleTools, Wikispaces, GoogleDocs, In class formative assessments (conference, ticket to leave, debrief, groupshare); 10th Grade Library Proficiency | |

**Grade Ten**

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| **Standard 7. Reads, views and listens for aesthetic and personal growth.** | |
| Benchmarks | |
| 7.1 Reads widely in various formats and genres.  7.2 Makes connections to self and the larger community.  7.3 Derives meaning from information presented creatively in a variety of formats.  7.4 Uses creative and artistic formats to express learning and new knowledge. | |
|  | |
| **Current projects: Grade 10** | **Expansion: Grade 10** |
| * Annotated Bibliography (SS-All) * Author Thesis (Eng-All) | * Science – Chemistry? * Social Studies – Additional small research projects? * IRP (Sci - H) |
| **Common Core Tie-In:**  [CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and comprehend complex literary and informational texts independently and proficiently.  [CCSS.ELA-Literacy.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students should be able to…**   * Select material independently to read. * Present material creatively and artistically. | |
| **Assessment options**  Presentation, Wikispaces, GoogleDoc, NoodleTools/Bibliography; 10th Grade Library Proficiency | |

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| Standard 1. Independently formulates topic, question or problem to be researched. | |
| Benchmarks | |
| * 1. Develops primary research questions.   2. Identifies pre-existing knowledge and additional information necessary to solve the problem   3. Broadens or narrows topic into manageable focus and determines topics/subtopics.   4. Revises and continues developing questions as needed. | |
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| **Current projects: Grade 11** | **Expansion: Grade 11** |
| * Jr. Thesis (SS-All Levels) * Diseases – Bio & the Body (Sci-CP) * Independ Reading Project – Literary Criticism (Eng-H) | * Biology – Round Table Discussion – Madagascar – ACP * English - ACP/CP research? Essays? Critical essays? Advertising? * IRP (Sci - H) |
|  [CCSS.ELA-Literacy.W.11-12.7](http://www.corestandards.org/ELA-Literacy/W/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   [CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.   [CCSS.ELA-Literacy.W.11-12.9](http://www.corestandards.org/ELA-Literacy/W/11-12/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students should be able to…**   * Independently generate questions throughout process to guide research. * Propose strategies for finding information. | |
| **Assessment options**  Bibliography/NoodleTools; Wikispaces; GoogleDocs; Notetaking (Paper or Online), In-class formative assessments (conference, ticket to leave, debrief, groupshare) | |

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| Standard 2. Defines the information task. Develops appropriate search strategies to locate and evaluate information efficiently, resourcefully and proficiently. | |
| Benchmarks | |
| 2.1 Recognizes type of information needed.  2.2 Independently creates criteria for selecting sources.  2.3 Identifies a variety of sources of information that can be obtained within the defined timeline of the task.  2.4 Determines keywords and search phrases for efficient/effective searching.  2.5 Self-assesses and revises strategies throughout process.  2.6 Understands the organization of and is able to locate information in digital and print sources.  2.7 Uses public and academic libraries’ digital and print collections when appropriate.  2.8 Determines validity and relevancy of information, authority/credibility, bias, and currency of source.  2.9 Demonstrates an understanding of between primary, and secondary, and tertiary sources | |
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| **Current projects: Grade 11** | **Expansion: Grade 11** |
| * Jr. Thesis (SS-All Levels) * Diseases – Bio & the Body (CP) * Independ Reading Project – Literary Criticism (Eng-H) | * Biology – Round Table Discussion – Madagascar – ACP * English - ACP/CP research? Essays? Critical essays? Advertising? * IRP (Sci - H) |
| [CCSS.ELA-Literacy.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  [CCSS.ELA-Literacy.RH.11-12.8](http://www.corestandards.org/ELA-Literacy/RH/11-12/8/) Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.  [CCSS.ELA-Literacy.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.   [CCSS.ELA-Literacy.W.11-12.7](http://www.corestandards.org/ELA-Literacy/W/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   [CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.   [CCSS.ELA-Literacy.W.11-12.9](http://www.corestandards.org/ELA-Literacy/W/11-12/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students should be able to…**   * Understand different information sources (digital libraries, databases, eBooks). * Search library catalog for books (ebooks and print books). * Articulate what is contained in collection being searched (search engine vs. database) * Search for digital content in databases by keyword searching and browsing. * Use criteria for selecting internet resources. | |
| **Assessment options**  Bibliography/NoodleTools; Wikispaces; GoogleDocs; Notetaking (Paper or Online), In-class formative assessments (conference, ticket to leave, debrief, groupshare) | |

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| **Standard 3. Uses appropriate digital tools to collect, organize and analyze information and/or data related to question or problem to be researched.** | |
| Benchmarks | |
| 3.1 Selects appropriate digital tool or application for task.  3.2 Selects and uses a logical method for recording information and data.  3.3 Knows how to extract relevant information and how to paraphrase.  3.4 Keeps accurate notes and records for data and resources used.  3.5 Uses digital tools to share information and works collaboratively with others. | |
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| **Current projects: Grade 11** | **Expansion: Grade 11** |
| * Jr. Thesis (SS-All Levels) * Diseases – Bio & the Body (CP) * Independ Reading Project – Literary Criticism (Eng-H) | * Biology – Round Table Discussion – Madagascar – ACP * English - ACP/CP research? Essays? Critical essays? * IRP (Sci - H) |
| **Common Core Tie-In:**  [CCSS.ELA-Literacy.WHST.11-12.7](http://www.corestandards.org/ELA-Literacy/WHST/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  [CCSS.ELA-Literacy.WHST.11-12.8](http://www.corestandards.org/ELA-Literacy/WHST/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  [CCSS.ELA-Literacy.WHST.11-12.9](http://www.corestandards.org/ELA-Literacy/WHST/11-12/9/) Draw evidence from informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students should be able to…**   * Take appropriate notes. * Use assigned or chosen digital tools for project. * Organizes information in an appropriate manner. * Contribute to planning and completion of work with others. * Generates questions to guide research. | |
| **Assessment options**  Bibliography/NoodleTools; Wikispaces; GoogleDocs; Notetaking (Paper or Online), In-class formative assessments (conference, ticket to leave, debrief, groupshare) | |

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| **Standard 4. Synthesizes facts, opinions, and data appropriate to the question or problem and develops new understanding.** | |
| Benchmarks | |
| 4.1 Draws conclusions based on information  4.2 Develops solutions or makes decisions based on information.  4.3 Integrates their own knowledge and information with that of others in the group.  4.4 Produces and communicates information and ideas in appropriate formats. | |
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| **Current projects: Grade 11** | **Expansion: Grade 11** |
| * Jr. Thesis (SS-All Levels) * Diseases – Bio & the Body (CP) * Independ Reading Project – Literary Criticism (Eng-H) | * Biology – Round Table Discussion – Madagascar – ACP * English - ACP/CP research? Essays? Critical essays? * IRP (Sci - H) |
| **Common Core Tie-In:**  [CCSS.ELA-Literacy.WHST.11-12.6](http://www.corestandards.org/ELA-Literacy/WHST/11-12/6/) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  [CCSS.ELA-Literacy.WHST.11-12.7](http://www.corestandards.org/ELA-Literacy/WHST/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  [CCSS.ELA-Literacy.WHST.11-12.8](http://www.corestandards.org/ELA-Literacy/WHST/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  [CCSS.ELA-Literacy.WHST.11-12.9](http://www.corestandards.org/ELA-Literacy/WHST/11-12/9/) Draw evidence from informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students should be able to…**   * Articulate strategy for starting, continuing and finishing research. * Present information within a group or to a class. * Plan for, anticipate and answer questions about their area of research. | |
| **Assessment options**  Bibliography/NoodleTools; Wikispaces; GoogleDocs; Notetaking (Paper or Online), In-class formative assessments (conference, ticket to leave, debrief, groupshare) | |

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| **Standard 5. Understands and uses information ethically and legally.** | |
| Benchmarks | |
| 5.1 Uses complete bibliographic citations to acknowledge intellectual property of others.  5.2 Understands and adheres to copyright restrictions for print and digital sources.  5.3 Understands the concept of common knowledge and plagiarism.  5.4 Uses technology in a safe, legal, and responsible manner. | |
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| **Current projects: Grade 11** | **Expansion: Grade 11** |
| * Jr. Thesis (SS-All Levels) * Diseases – Bio & the Body (CP) * Independ Reading Project – Literary Criticism (Eng-H) | * Biology – Round Table Discussion – Madagascar – ACP * English - ACP/CP research? Essays? Critical essays? * IRP (Sci - H) |
| **Common Core Tie-In:**  [CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | |
| **By the end of this year, students should be able to…**   * Cite sources. * Take notes. Distinguish between notes, paraphrasing and direct quotes. | |
| **Assessment options**  Correct footnote/endnote formatting, Bibliography/NoodleTools; Notetaking (online or paper) | |

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| **Standard 6. Contributes positively to the learning community and is socially responsible with regard to information.** | |
| Benchmarks | |
| 6.1 Seeks information from diverse sources, contexts, disciplines, and cultures.  6.2 Shares knowledge and information with the larger learning community.  6.3 Respects others’ ideas and backgrounds and acknowledges their contributions.  6.4 Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions. | |
| **Current projects: Grade 11** | **Expansion: Grade 11** |
| * Jr. Thesis (SS-All Levels) * Diseases – Bio & the Body (Sci-CP) * Independ Reading Project – Literary Criticism (Eng-H) | * Biology – Round Table Discussion – Madagascar – ACP * English - ACP/CP research? Essays? Critical essays? * IRP (Sci - H) |
| **Common Core Tie-In:**  [CCSS.ELA-Literacy.W.11-12.7](http://www.corestandards.org/ELA-Literacy/W/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   [CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | |
| **By the end of this year, students should be able to…**   * Access a range of resources online and in print. * Articulate a strategy for finding library materials. * Evaluate material found online. * Define the meaning of “published” material. | |
| **Assessment options**  Bibliography/NoodleTools; Wikispaces; GoogleDocs; Notetaking (Paper or Online), In-class formative assessments (conference, ticket to leave, debrief, groupshare) | |

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| **Standard 7. Reads, views and listens for aesthetic and personal growth.** | |
| Benchmarks | |
| 7.1 Reads widely in various formats and genres.  7.2 Makes connections to self and the larger community.  7.3 Derives meaning from information presented creatively in a variety of formats.  7.4 Uses creative and artistic formats to express learning and new knowledge. | |
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| **Current projects: Grade 11** | **Expansion: Grade 11** |
| * Jr. Thesis (SS-All Levels) * Diseases – Bio & the Body (CP) * Independ Reading Project – Literary Criticism (Eng-H) | * Biology – Round Table Discussion – Madagascar – ACP * English - ACP/CP research? Essays? Critical essays? Advertising? * IRP (Sci - H) |
| **Common Core Tie-In:**  [CCSS.ELA-Literacy.SL.11-12.2](http://www.corestandards.org/ELA-Literacy/SL/11-12/2/) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | |
| **By the end of this year, students should be able to…**   * Independently select information in a variety of formats and reading materials to read. * Present new information clearly and articulately. * Anticipate and answer questions from others. | |
| **Assessment options**  Bibliography/NoodleTools; Wikispaces; GoogleDocs; Notetaking (Paper or Online), In-class formative assessments (conference, ticket to leave, debrief, groupshare) | |

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| Standard 1. Independently formulates topic, question or problem to be researched. | |
| Benchmarks | |
| * 1. Develops primary research questions.   2. Identifies pre-existing knowledge and additional information necessary to solve the problem.   3. Broadens or narrows topic into manageable focus and determines topics/subtopics.   4. Revises and continues developing questions as needed. | |
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| **Current projects: Grade 12** | **Expansion: Grade 12** |
|  | * IRP (Sci-H) * Research Boot Camp for College (2 levels) |
| * [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. * [CCSS.ELA-Literacy.CCRA.W.8](http://www.corestandards.org/ELA-Literacy/CCRA/W/8/) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. * [CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students…**   * can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. * become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.   (**From “Introduction: Students who are college and career ready in reading, writing, speaking,listening and language.” Common Core State Standards)** | |
| **Assessment options** | |

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| Standard 2. Defines the information task. Develops appropriate search strategies to locate and evaluate information efficiently, resourcefully and proficiently. | |
| Benchmarks | |
| 2.1 Recognizes type of information needed.  2.2 Independently creates criteria for selecting sources.  2.3 Identifies a variety of sources of information that can be obtained within the defined timeline of the task.  2.4 Determines keywords and search phrases for efficient/effective searching.  2.5 Self-assesses and revises strategies throughout process.  2.6 Understands the organization of and is able to locate information in digital and print sources.  2.7 Uses public and academic libraries’ digital and print collections when appropriate.  2.8 Determines validity and relevancy of information, authority/credibility, bias, and currency of source.  2.9 Demonstrates an understanding of between primary, and secondary, and tertiary sources | |
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| **Current projects: Grade 12** | **Expansion: Grade 12** |
|  | * IRP (Sci-H) * Research Boot Camp for College (2 levels) |
| * [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. * [CCSS.ELA-Literacy.CCRA.W.8](http://www.corestandards.org/ELA-Literacy/CCRA/W/8/) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. * [CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students…**   * can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. * become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.   (**From “Introduction: Students who are college and career ready in reading, writing, speaking,listening and language.” Common Core State Standards)** | |
| **Assessment options** | |

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| **Standard 3. Uses appropriate digital tools to collect, organize and analyze information and/or data related to question or problem to be researched.** | |
| Benchmarks | |
| 3.1 Selects appropriate digital tool or application for task.  3.2 Selects and uses a logical method for recording information and data.  3.3 Knows how to extract relevant information and how to paraphrase.  3.4 Keeps accurate notes and records for data and resources used.  3.5 Uses digital tools to share information and works collaboratively with others. | |
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| **Current projects: Grade 12** | **Expansion: Grade 12** |
|  | * IRP (Science) * Research Boot Camp for College (2 levels) |
| * [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. * [CCSS.ELA-Literacy.CCRA.W.8](http://www.corestandards.org/ELA-Literacy/CCRA/W/8/) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. * [CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students…**   * can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. * become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.   (**From “Introduction: Students who are college and career ready in reading, writing, speaking,listening and language.” Common Core State Standards)** | |
| **Assessment options** | |

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| **Standard 4. Synthesizes facts, opinions, and data appropriate to the question or problem and develops new understanding.** | |
| Benchmarks | |
| 4.1 Draws conclusions based on information  4.2 Develops solutions or makes decisions based on information.  4.3 Integrates their own knowledge and information with that of others in the group.  4.4 Produces and communicates information and ideas in appropriate formats. | |
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| **Current projects: Grade 12** | **Expansion: Grade 12** |
|  | * IRP (Sci-H) * Research Boot Camp for College (2 levels) |
| **Common Core Tie-In:**  [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  [CCSS.ELA-Literacy.CCRA.W.8](http://www.corestandards.org/ELA-Literacy/CCRA/W/8/) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  [CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students…**   * can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. * become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.   (**From “Introduction: Students who are college and career ready in reading, writing, speaking,listening and language.” Common Core State Standards)** | |
| **Assessment options** | |

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| **Standard 5. Understands and uses information ethically and legally.** | |
| Benchmarks | |
| 5.1 Uses complete bibliographic citations to acknowledge intellectual property of others.  5.2 Understands and adheres to copyright restrictions for print and digital sources.  5.3 Understands the concept of common knowledge and plagiarism.  5.4 Uses technology in a safe, legal, and responsible manner. | |
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| **Current projects: Grade 12** | **Expansion: Grade 12** |
|  | * IRP (Science) * Research Boot Camp for College (2 levels) |
| * [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. * [CCSS.ELA-Literacy.CCRA.W.8](http://www.corestandards.org/ELA-Literacy/CCRA/W/8/) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. * [CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students…**   * can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. * become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.   (**From “Introduction: Students who are college and career ready in reading, writing, speaking,listening and language.” Common Core State Standards)** | |
| **Assessment options** | |

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| **Standard 6. Contributes positively to the learning community and is socially responsible with regard to information.** | |
| Benchmarks | |
| 6.1 Seeks information from diverse sources, contexts, disciplines, and cultures.  6.2 Shares knowledge and information with the larger learning community.  6.3 Respects others’ ideas and backgrounds and acknowledges their contributions.  6.4 Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions. | |
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| **Current projects: Grade 12** | **Expansion: Grade 12** |
|  | * IRP (Science) * Research Boot Camp for College (2 levels) |
| * [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. * [CCSS.ELA-Literacy.CCRA.W.8](http://www.corestandards.org/ELA-Literacy/CCRA/W/8/) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. * [CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students…**   * can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. * become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.   (**From “Introduction: Students who are college and career ready in reading, writing, speaking,listening and language.” Common Core State Standards)** | |
| **Assessment options** | |

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| **Standard 7. Reads, views and listens for aesthetic and personal growth.** | |
| Benchmarks | |
| 7.1 Reads widely in various formats and genres.  7.2 Makes connections to self and the larger community.  7.3 Derives meaning from information presented creatively in a variety of formats.  7.4 Uses creative and artistic formats to express learning and new knowledge. | |
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| **Current projects: Grade 12** | **Expansion: Grade 12** |
| Senior Paper | * IRP (Science)   Research Boot Camp for College (2 levels) |
| * [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. * [CCSS.ELA-Literacy.CCRA.W.8](http://www.corestandards.org/ELA-Literacy/CCRA/W/8/) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. * [CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **By the end of this year, students…**   * can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. * become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.   (**From “Introduction: Students who are college and career ready in reading, writing, speaking,listening and language.” Common Core State Standards)** | |
| **Assessment options** | |